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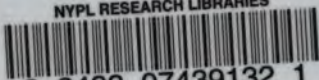
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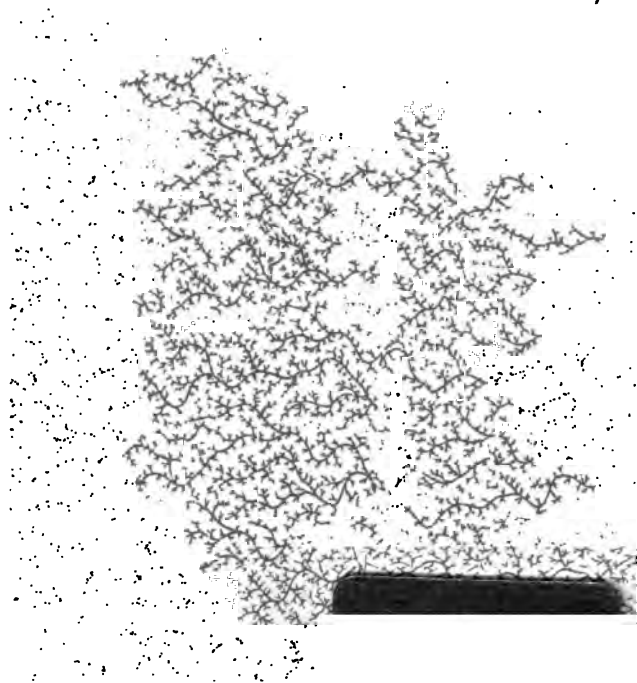
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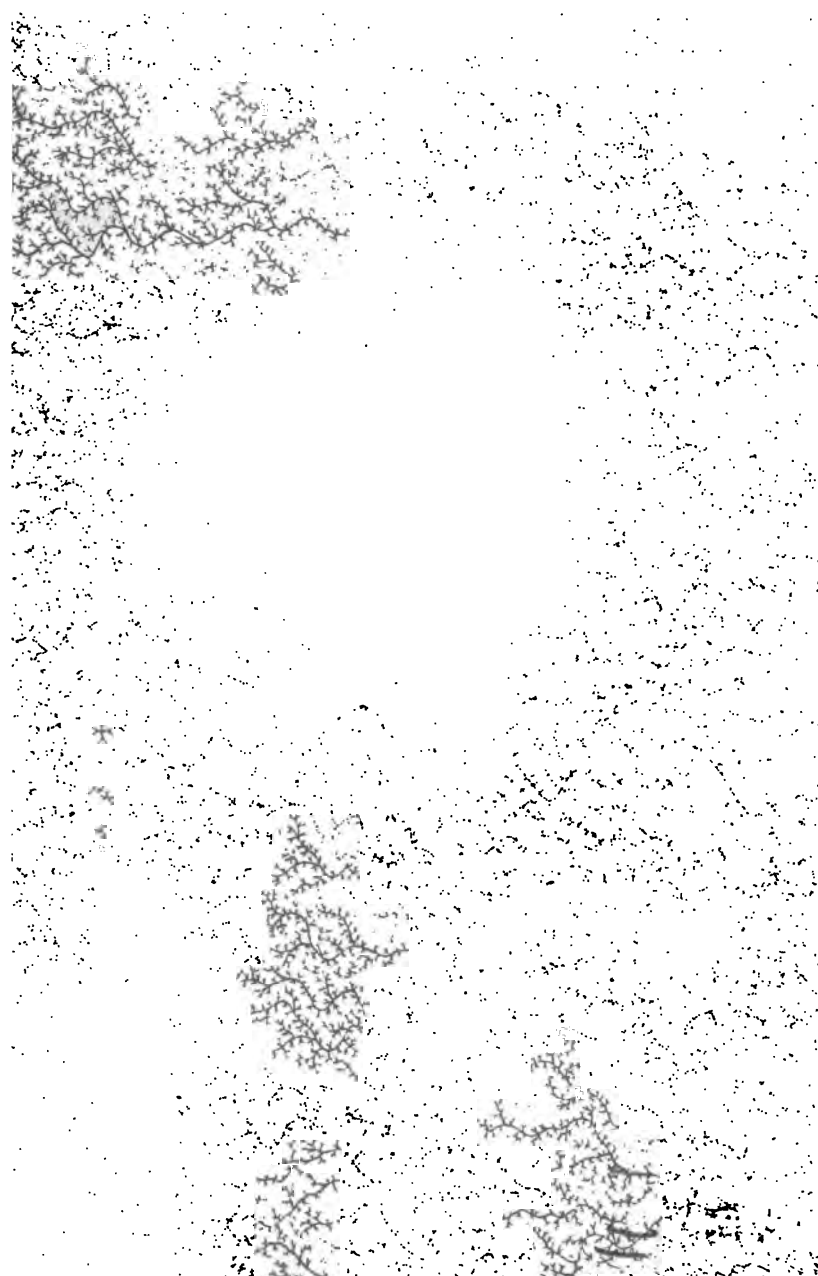
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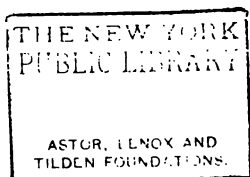












"BEFORE ALL THINGS THOU OUGHTEST  
TO LEARN THE PLAIN SOUNDS OF WHICH  
MAN'S SPEECH CONSISTETH."

—John Amos Comenius.

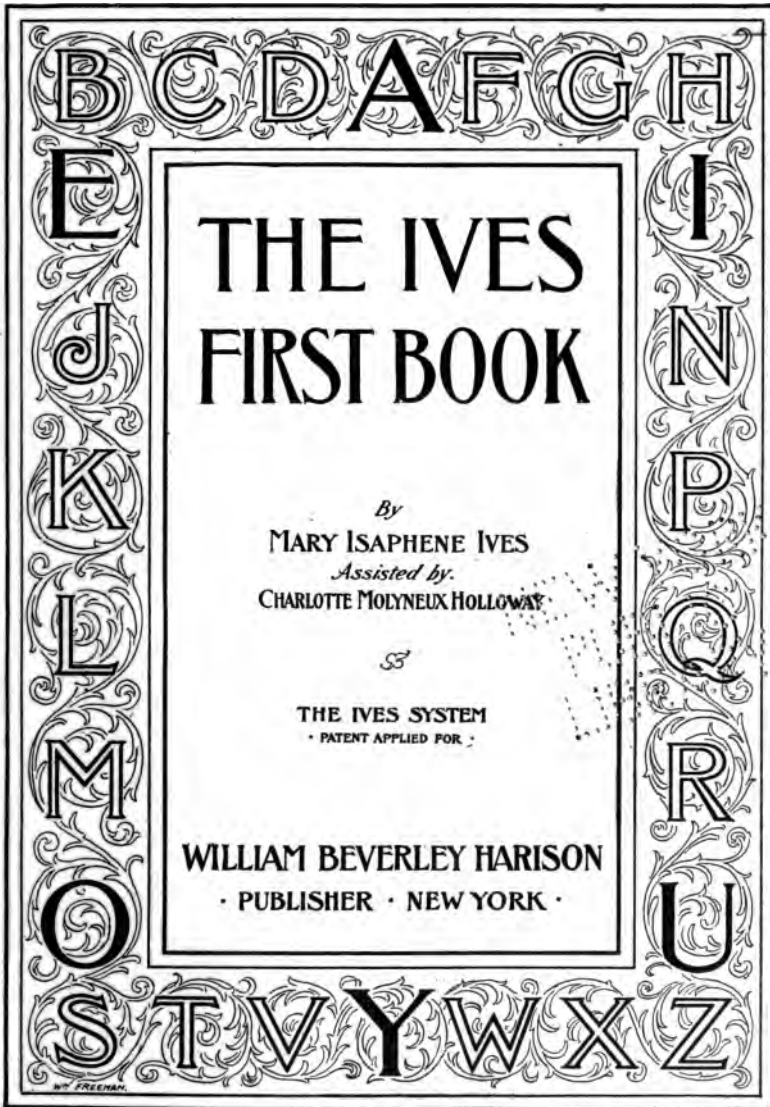




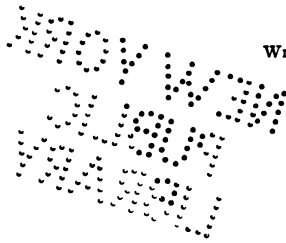
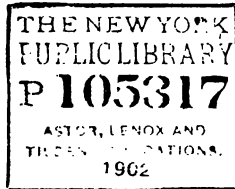
★ R. R. Bowker

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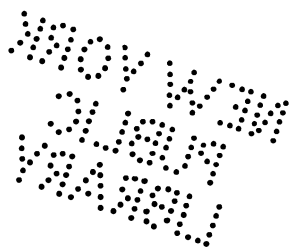
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WILLIAM BEVERLEY HARISON,  
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111 Fifth Avenue, New York.

*To the girls and boys whose bright faces add so much to the value of this little book.*

No better evidence of the utility of the system can be given than is shown by the clear expression of the sounds shown by these pictures of your happy faces. What you have so cheerfully contributed will surely be an inspiration to other girls and boys to become as great a source of pride to their teachers as you are to the author of this system, who has spent such happy hours in training you and your companions.

As I look upon your faces the sound of your clear and happy voices comes to me as rich fruit of the years of study and toil spent in perfecting a system which offers a simple and practical means of developing that richest of all musical sounds—*the cultivated human voice.*



## PREFACE.

**The Purpose.** As correct oral reading is the translation of written characters into their correct sounds (correct speech) it is the purpose of this first reading book to present the component sounds of English speech in such form as to promote habits of correct utterance. This is done by presenting to the naturally imitative child a photograph of the visible vocal organs taken while in the act of uttering the sound. The illustration, therefore, serves a two-fold purpose: 1st, the presentation of the sound in a form capable of interpretation (with little or no assistance from the teacher) by the child; 2nd, the presentation of a correct method of producing that sound, in a form that will through the eye become associated with the sound in the child's mind. Thus the child **receives instruction through the eye, the ear and the muscles**, and acquires almost immediately independence—is not only enabled to take succeeding steps with little or no assistance, but gains interest and mental strength by doing so much for and by himself.

**The Plan.** Simple sounds of the letters are first presented with pleasing illustrations of children photographed while uttering these sounds. The sounds first presented are such as are commonly used in simple

words, but which differ from the names of the letters ; these are chosen that the pupils may be thoroughly drilled in *naming* and *sounding* the letters without confusing the names with the sounds. For instance, *ā* is first given rather than *a*, and *c* hard rather than *c* soft. The letters are presented in the four common forms, printed capitals and small letters, and written capitals and small letters, that children may learn that each form represents the same sound. This alphabet is followed by a second without illustrations. Short and long vowels in connection with vocal and calisthenic drill follow these, succeeded by consonants with vowels in various combinations, each combination a simple syllable to be used later in simple words. Thus step by step the pupil is given thorough practice, the rate of progress being governed by what experience teaches us the average first grade pupil can master, with slight assistance, if any, by personal effort. In this first book only the simplest words will be reached, but it is believed that thorough work done with it will so simplify the work of the teacher that succeeding steps will be mastered with ease and a clearness of comprehension that will eliminate all sense of drudgery on the part of the teacher or pupil.

While directions to teachers are inserted frequently throughout the book, very careful attention should be given to those on page 9.

MARY ISAPHENE IVES.

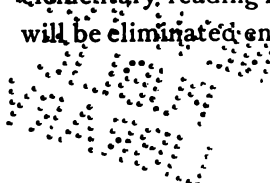
CHARLOTTE MOLYNEUX HOLLOWAY.

## DIRECTIONS TO TEACHERS.

Before beginning the alphabet talk to the class about letters and words, explain the use of letters; that they are a means of writing (or expressing) sounds and that these sounds in combination form words with which we make ourselves understood. Speak of the letters as things, each with a name of its own, but that in reading we must think of the *sounds*, not the names, for the sounds, not the names of the letters, taken together make words. Let the children discover as much as possible without assistance; some one child will know the name of the letter, and with few exceptions what the boy or girl in the illustration is saying will also be discovered. Let each step taken be thoroughly mastered, and systematic and frequent reviews ensure the retention of this mastery. When pupils have become, by frequent repetition, familiar with a letter, its name and its sound, write it on the blackboard in its various forms and drill with books closed. Encourage the children to write and print, that the forms of the letters may become more thoroughly familiar. In this work place special emphasis upon letters of different form but similar sounds, as C (hard) and K, and those which are uttered with mouth in same position but in different manner, as H (aspirate) and Ö.



The simple alphabet should not be considered as mastered until each letter is fixed in the mind of the pupil as an individual and familiar unit. Use great care with consonants: let the simple sound of the letter be given—not as a syllable (*i.e.*, **b**, not **ib** or **bē**; **d**, not **id** or **dē**). When vowels with consonants are reached talk to the pupils about the difference, one being a separate distinct sound, the other (*a consonant—sounded with*) needing a vowel to make a distinct sound or syllable. Limit length of lessons to capacity of pupils. The book from the very first can be studied out of school; if this is encouraged, it will be found that few if any of the successive steps will require much beyond suggestion and correction from you, and the wearying effort that elementary reading has previously required of the teacher will be eliminated entirely.



# A



## A

## a

## A

## a

---

*Teacher's Note.*—The short sound of A, as in **at**. First ask the children if any one can tell you the **name** of the letter, then ask for its **sound**. If possible have the children discover for themselves what the boy in the picture is saying. Call for a number of repetitions of both sound and name until each is perfectly familiar.

*Have the sound uttered with short, abrupt, clear effort, with throat open.*

# B



# B

# b

# B

# b

---

*Teacher's Note.*—Labial or lip sound—to be uttered with lips **closely compressed** as in illustration (**not** as **bē** or **bē**).

Follow same order as on previous page. Call first for *name* of letter, then the sound. Drill until *sound* and *name* are each perfectly familiar.

# C



## C

## c

## C

## c

---

*Teacher's Note.*—Palatal or hard sound of C, as in **cat**, **cap**, &c.

This sound is to be uttered with mouth held as in illustration (not as **ke** or **ka**).

Call for *name*, then *sound*, and drill until perfectly familiar.

# D



## D

## d

A cursive capital letter 'D' with small arrows indicating the direction of the strokes: a counter-clockwise curve for the 'D' and a horizontal line for the base.

A cursive lowercase letter 'd' with small arrows indicating the direction of the strokes: a counter-clockwise curve for the 'd' and a horizontal line for the base.

---

*Teacher's Note.*—Dental or teeth sound. To be uttered with mouth and teeth held in position shown, the tongue pressed against the upper front teeth (not as **dē** or **dee**).

Call first for *name*, then *sound*, and drill until both are familiar.

# E



## E

## e

## E

## e

---

*Teacher's Note* —Short sound, as in **end, met,** &c. To be uttered with short, clear, abrupt effort, with throat open and mouth in position shown.

Call for *name*, then *sound*, and drill until perfectly familiar.

# F



## F

## f

ƒ

f

---

*Teacher's Note.*—Sound to be uttered while mouth is held in position shown (not **fě**, **fē** or **ěf**, but like final of **if**).

Call for *name*, then *sound*, and drill until familiar.

# G



## G

## g

## G

## g

---

*Teacher's Note.*—Hard palatal sound, as in **get, go, &c.**

Sound to be uttered with mouth held in position shown, back of tongue pressed against roof of mouth (not **ge** or **ga** or **ug**; it is the final of **üg**).

Call for *name*, then *sound*, and drill until familiar.



# H



# H

# h

*H**h*

---

*Teacher's Note.*—A simple aspirate or breathing. Avoid giving as a voiced syllable, as **hĕ** or **hă**. Utter sound, with mouth held in position shown, by an abrupt expulsion of breath (like the panting of a dog).

Call for *name*, then *sound*, and drill until familiar.

# I



I  
i  
i  
i

---

*Teacher's Note.*—Short sound, as in **in, it**.  
To be uttered with short, abrupt, clear sound  
with mouth held in position shown.

Call for *name*, then *sound*, and drill until  
familiar.

# J



J  
j  
J  
j

---

*Teacher's Note.*—J is like soft sound of **g** preceded by hard sound of **d**, as **dg** in **hedge**. Have it uttered with mouth held in position shown (not as the syllable **jē** or **jā** or **jay**).

Call for *name*, then *sound*, and drill until familiar.

# K



## K

## k

*K*

*k*

---

*Teacher's Note.*—Same sound as C already given. (See note p. 13.)

Call for *name*, then *sound*. If sound is not readily discovered tell children that it has the same sound as a letter they have already had, and let them turn back and find it.

Drill thoroughly until both *name* and *sound* are familiar.

# L



# L

# l

# L

# l

---

*Teacher's Note.*—L is a lingual (or tongue sound). Use great care with position of tongue, which must be curled upwards, the under side of the tip pressed against the back of the upper front teeth. Sound should be uttered as beginning of **la**, **not** as the syllables **ul**, **el** or **il**.

Call for *name*, then *sound*, and drill thoroughly in both.

# M



## M

## m

*m*

*m*

---

*Teacher's Note.*—Pronounce with lips **lightly** compressed **and held in position**, **not** as the syllables **em**, **mē**, **mā**, &c., but as final of **am**.

Call for *name*, then *sound*, and drill until familiar.

# N



# N

## n

## n

## n

---

*Teacher's Note.*—N is a nasal or nose sound. Pronounce with mouth in position indicated, the tongue pressed against upper teeth, the sound in front of mouth, as if held back by tongue and teeth—**not** as **ně**, but as final of **an**.

Call for *name*, then *sound*, and drill until familiar.

# O



# O

# O

# O

# O

---

*Teacher's Note.*—Short sound, as in **on**, **odd**. To be uttered with mouth in position shown, throat open and with abrupt, clear sound.

Call for *name*, then *sound*, and drill. This is same position as in **h**, but is a spoken sound, while the **h** is a simple breathing.



# P



# P

## p

p.

p.

---

*Teacher's Note*—P, labial aspirate. Illustration shows beginning of sound only, which is completed by slightly parting the lips and expelling the breath, as if blowing out a small flame (it is not pee, pē or pā).

Call for *name*, then *sound*, and drill.

# Q



## Q

## q

## 2

## q

---

*Teacher's Note.*—Correct sound same as K. This letter is always used with **u**, together they have the sound of **Kw**.

Call for *name*, then *sound*. If latter is not readily discovered tell the children that they have had two other letters with the same sound.

# R



R

r

R

r

---

*Teacher's Note.*—R, a lingual. Pronounced as in **ran, rat, rare**. Sound should be uttered with mouth in one position, as the r's in a pro-  
longed burrr, not as the syllables, **re, ra** or **er**.

Call for *name*, then *sound* and drill thoroughly.

# S



# S

# S

---

*Teacher's Note.*—S, dental sound. Sound is to be made with mouth and teeth held in position shown. A prolonged hiss (not as **se**, **ess**, or **sa**).

Call for *name*, then *sound*, and drill thoroughly.

# T



T  
t  
3  
t

---

*Teacher's Note.*—T, dental aspirate. Pronounced as in **ton**, **it**. Position of mouth is the same as in **d**, but with tongue pressed against back of upper front teeth, and teeth slightly parted; **t** is a whispered sound, **d** a spoken (not **tě** or **tă**, but as final of **it**).

Call for *name*, then *sound*, and drill thoroughly.

# U



## U

## u

## u

## u

---

*Teacher's Note.*—Short sound as in **up, us, tub.** To be uttered with mouth in position shown. throat open, and with short, abrupt, clear sound.

Call for *name*, then *sound*, and drill thoroughly.

# V



## V

## v

v

v

---

*Teacher's Note.*—V, dental. Sound to be made with mouth held in position indicated (not **vee**, **vē** or **vā**, rather as final of **have**).

Call for *name*, then *sound*, and drill thoroughly.

# W



## W

## W

## W

## w

---

*Teacher's Note.*—W, labial. Pronounced as in **we, was, &c.** Utter sound with mouth held in position indicated (**not** as **wē, wā, &c.**), but as **wh** in **what**.

Call for *name*, then *sound*, and drill thoroughly.



# X



X x X x

---

*Teacher's Note.*—A compound sound, requiring two positions, **ks**, as in **ax**, **wax**, &c. Utter sound with expulsion of breath, emphasis on the **k** and a slurring of **s**.

Call for *name*, then *sound*, and drill thoroughly.

# Y



# Y

# y

# y

# y

---

*Teacher's Note.*—Y, consonant sound, as in **yet, yes, &c.** Utter this sound as in beginning of yet, yes, with just a suspicion of the sound of **e**, in order to voice it distinctly.

Call for *name*, then *sound*, and drill thoroughly.

# Z



## Z

## z

z

.z

---

*Teacher's Note.*—Z. Pronounced as in **zone**, **zest**, &c. Utter this sound with mouth held in position indicated, making it vibrating or buzzing. Call for *name*, then *sound*, and drill thoroughly.

PRACTICE WORK.

---

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

# PRACTICE WORK. ---

A B C D E F

G H I J K L

M N O P Q R

S T U V W X

Y Z

a b c d e f

g h i j k l

m n o p q r

s t u v w x

y z

## ARTICULATION.

---

*Teacher's Note 1.*—Articulation depends upon the action of the jaws, palate, tongue and lips. The muscles of these organs must act promptly, easily and energetically in order to secure distinct articulation. The attention of the child must be directed to the manner of sounding the letters, If this is done, and the correct manner of formation insisted upon, all indistinct and mumbling utterance will be easily, as well as rapidly, remedied.

## VOCAL AND CALISTHENIC EXERCISES.

### *Short Vowels.*



Fig. 1.



Fig. 2.

---

*Teacher's Note.*—In the succeeding exercises short vowels are given without diacritical markings, as it is believed that letters should be marked for exceptional sounds only.

#### **DIRECTIONS FOR VOCAL AND CALISTHENIC EXERCISES.**

For short vowels assume position in fig. 1. As sounds are uttered, have hands drawn quickly apart to position in fig. 2. This gives the necessary *abrupt* or *explosive* sound, together with an exercise which expands the lungs and tends naturally to the production of the sound from the diaphragm.

VOCAL AND CALISTHENIC EXERCISES.

*Short Vowel Sounds.*

a-e-i-o-u  
a-e i-o u-a  
a-e-i a-i-o a-o-u  
a-e-i-o a-e-i-u  
a-i-o-u a-u-a  
u-o-a-e-i

---

*Teacher's Note.*—Have each sound given separately and distinctly with movement of hands as shown on preceding page, drill thoroughly until sounds can be easily and freely uttered.



# Ā



Ā ā ā ā

---

*Teacher's Note.*—Long A as in **ate, ape**, etc. Compound sound requiring two positions; the first to be dwelt upon somewhat longer than the second. Drill thoroughly until sound is readily repeated from written letter.

# E



E  
e  
e  
e

---

*Teacher's Note.*—Long E, as in **eel**, **eve**. In uttering this sound pupils should fix their attention upon illustration, imitating the position, lips drawn back and teeth showing. Drill thoroughly.

# i



ī ī ī ī

---

*Teacher's Note.*—Long I, as in **ice**. Compound sound requiring two positions, the first to be dwelt upon somewhat longer than the second. Drill thoroughly.

ō



ō    ō    ō    ō

---

*Teacher's Note.*—Long O, as in **old**, **no**, **so**.  
Compound sound requiring two positions, the  
first to be dwelt upon longer than the second.  
Drill thoroughly.

# Ū



Ū ū ũ ŭ

---

*Teacher's Note.*—Long U, as in **use**. Compound sound requiring two positions, the first short, the latter to be dwelt upon. Drill thoroughly and with care ; pupils will then be less likely to confound the sound with oo, or to mispronounce, as *shoor* for *sure*.

Y

ī

i

Y

y

y

y

---

*Teacher's Note.*—Y, vowel. This letter, previously given as a consonant, appears as a vowel here for the first time. In place of illustration the long and the short i are given as the pronunciation. If drill has been thorough on the i the sounds will be readily given; it is as in **say**, **bay** (ī), **by**, **why** (ī), etc. Drill thoroughly and compare with consonant sound previously given.

## VOCAL AND CALISTHENIC EXERCISES.

### *Long Vowels.*



Fig. 1.



Fig. 2.

---

*Teacher's Note.*—The method of using these exercises differs from that for short vowels, in that the sound is more slowly given, the time occupied in uttering the sounds to be while 1, 2, 3 can be counted. Pupils assume first position, then utter the sound while drawing hands apart to second position.

This and short vowel exercise can be given while in seats, though standing position is preferable.

Another profitable exercise is to stand erect and pronounce distinctly sound of L and different letters (for instance lb, ld, lm, etc.) rising on balls of the feet as the L is uttered, then sinking to original position as sound of second letter is given.

VOCAL AND CALISTHENIC EXERCISES.

*Long Vowels.*

ā-ē-ī-ō-ū-ȳ<sub>(as ī)</sub>

ā-ē ā-ē-ī ā-ī

ā-ī-ō ē-ā ē-ī

ē-ī-ō ī-ō ī-ō-ā

ō-ī ō-ā-ī ō-ā-ē

ū ū-ā-ē ē-ī-ū

ā-ȳ<sub>(as ī)</sub> ā-ē-ȳ<sub>(as ī)</sub>

ē-ȳ<sub>(as ī)</sub>



VOCAL AND CALISTHENIC EXERCISES.

*Long and Short Vowels Combined.*

a-ā e-ē i-ī

o-ō u-ū

ā-a ē-e ī-i

ō-o ū-u

a-ē ē-i ī-o

ō-u ū-a

VOCAL AND CALISTHENIC EXERCISES.

*Long and Short Vowels Combined—Continued.*

ā-ē e-ō ā-ȳ (as ī)  
e-e-e a-a-a i-i-i  
o-o-o u-u-u  
ā-ā-ā ē-ē-ē ī-ī-ī  
ō-ō-ō ū-ū-ū

---

*Teacher's Note.*—These long and short vowel calisthenic drills (pages 41, 49, 50, 51) should be used at frequent intervals for vocal exercise.

# B

a

e

i

o

u



ā

ē

ī

ō

ū

ȳ

ab - āb

ba - bā

bā - bȳ

eb - ēb

be - bē

bē - bȳ

ib - īb

bi - bī

bī - bȳ

ob - ōb

bo - bō

bō - bȳ

ub - ūb

bu - bū

bū - bȳ

*Teacher's Note.*—Have the combination of first or left hand column of letters pronounced first, ab, eb, etc., then consonants and vowels at right. Practice freely until sounds are given with ease at sight, and can be written from sound when dictated, then proceed to groups below. Use black-board freely for review.

Pronounce bȳ as bī and by as bī.

# C K

a

ā

e

ē

i

ī

o

ō

ū



ac - cā

ca - cā

ā - he

ec - kē

ke - kē

ē - he

ic - kī

ki - kī

ī - he

oc - cō

co - cō

ō - he

cu - cū

---

*Teacher's Note.*—Follow same general plan as in previous lessons. Drill thoroughly and practice until the **hard c** and **k** sounds are fixed in the pupils' minds.

It will be noticed that the syllable exercises present only those combinations which appear in familiar words.

# D

a

e

i

o

u



ā

ē

ī

ō

ū

y

ad - ād	da - dā	dā - dry
ed - ēd	de - dē	dē - dry
id - īd	di - dī	dī - dry
od - ōd	do - dō	dō - dry
ud - ūd	du - dū	dū - dry

---

*Teacher's Note.*—Follow same plan as for previous lessons. Drill must be thorough and each sound **accurately given**. Careful and thorough practice in these elements will greatly simplify later work.

Y to be pronounced as short i only, as in *lady*.

# F

a

e

i

o

u



ā

ē

ī

ō

ū

af	-	āf	fa	-	fā	af	-	fā
ef	-	ēf	fe	-	fē	ef	-	fē
if	-	īf	fi	-	fī	if	-	fī
of	-	ōf	fo	-	fō	of	-	fō
uf	-		fu	-	fū			

---

*Teacher's Note.*—Follow same plan as for previous lessons. Drill must be thorough and each sound **accurately given**. Careful and thorough practice in these elements will greatly simplify later work.

# G

a

e

i

o

u



ā

ē

ī

ō

ū

y

ag - āg

ga - gā

ga - gy

eg - ēg

ge - gē

ge - gy

ig - īg

gi - gī

gi - gy

og - ōg

go - gō

go - gy

ug - ūg

gu - gū

gu - gy

---

*Teacher's Note.*—In all cases an unmarked vowel means the short sound. Exercise pupils on the first column, then the second, till both are firmly fixed. In third column give first row short sound; in second give y long and short sound of i alternately.

Have children write the lessons on blackboard in script and pronounce.

# H



ā

ē

ī

ō

ū

y

ha - hā

he - hē

hi - hī

ho - hō

hu - hū

ā - hā

ē - hē

ī - hī

ō - hō

ū - hū

---

*Teacher's Note.*—No vowel sounds are given before h, there being but eh, ah, and oh, our rule being to give the short or natural quantity of vowels first. Y is given as ī only in these exercises.

Drill very thoroughly, and have each sound distinct.



# J

a

e

i

o

u



ā

ē

ī

ō

ū

y

aj	-	āj	ja	-	jā	jā	-	jy
ej	-	ēj	je	-	jē	jē	-	jy
ij	-	īj	ji	-	jī	jī	-	jy
oj	-	ōj	jo	-	jō	jō	-	jy
uj	-	uj	ju	-	jū	jū	-	jy

*Teacher's Note.*—Many combinations here given are not familiar syllables, but are inserted as vocal exercises.

Drill thoroughly on combinations, having pupil give sounds of short and long vowels alternately, as āj,āj. Use blackboard, pencils and paper freely.

# K C

a

e

i

o



ā

ē

ī

ō

ū

ȳ

ac - cā

ec - kē

ic - kī

oc - cō

ca - cā

ke - kē

ki - kī

co - cō

cu - cū

ā - kry

ē - kry

ī - kry

ō - kry

*Teacher's Note.*—Follow same general plan as in previous lesson. Drill thoroughly and practice until the **hard c** and **k** sounds are fixed in the pupils' minds.

It will be noticed that the syllable exercises are the same combinations that appear on a previous page; this is to fix these sounds securely in pupil's mind.

# L

a

e

i

o

u



ā

ē

ī

ō

ū

y\*

al - āl	la - lā	lā - ly
el - ēl	le - lē	lē - ly
il - īl	li - lī	lī - ly
ol - ōl	lo - lō	lō - ly
ul - ūl	lu - lū	lū - ly

*Teacher's Note.*—Drill carefully, seeing that tongue is curled back of upper front teeth, as in illustration. L must be made with flexible tongue. Have the pupil give it quickly, **then slowly**. Master l sound before taking combinations in usual way.

\*Pronounce both as ĭ and ī. In script exercise pronounce alternately as ĭ and ī.

# M

a

e

i

o

u



ā

ē

ī

ō

ū

ȳ\*

am - ām	ma - mā	mā - my
em - ēm	me - mē	mē - my
im - īm	mi - mī	mī - my
om - ōm	mo - mō	mō - my
um - ūm	mu - mū	mū - my

---

*Teacher's Note.*—Be careful and have lips closed and let the voice come through nostrils. It is vocalized. Let pupils give sound separately and in unison. Practice with vowel combinations.

\*Y is pronounced as ī and ī alternately.

# N

a

e

i

o

u



ā

ē

ī

ō

ū

y\*

an - ān

na - nā

an - ny

en - ēn

ne - nē

en - nē

in - īn

ni - nī

in - ny

on - ōn

no - nō

on - nō

un - ūn

nu - nū

un - ny

---

*Teacher's Note.*—The nasal sounds are hard to give correctly. Practice diligently to get the sound vocalized through nostrils and to avoid all throaty utterance. Then take combinations carefully.

\*Pronounce Y as in **any, many, &c.**

# P

a

e

i

o

u



ā

ē

ī

ō

ū

ap - āp

pa - pā

pā - p̄y

ep - ēp

pe - pē

pe - p̄y

ip - īp

pi - pī

pi - p̄y

op - ōp

po - pō

pō - p̄y

up - ūp

pu - pū

pu - p̄y

---

*Teacher's Note.*—P has only one sound. It seems like b, but it is an utterance of breath instead of voice. Practice as before. Y is added to the third series for the purpose of giving pupil familiarity with it as a vowel sound. Give it as long and short i alternately.

# R

a

e

i

o

u



ā

ē

ī

ō

ū

y\*

ar	-	ār	ra	-	rā	ar	-	rā	-	ry
er	-	ēr	re	-	rē	er	-	rē	-	ry
ir	-	īr	ri	-	rī	ir	-	rī	-	ry
or	-	ōr	ro	-	rō	or	-	rō	-	ry
ur	-	ūr	ru	-	rū	ur	-	rū	-	ry

---

*Teacher's Note.*—Drill specially on R. It is slurred frequently in speaking. It occurs so frequently that special care must be taken to give it distinctly.

\*Treat y as in previous lessons.

# S

a

e

i

o

u



ā

ē

ī

ō

ū

y\*

as	-	ās	sa	-	sā	sa	-	sā	-	sȳ
es	-	ēs	se	-	sē	es	-	sē	-	sȳ
is	-	īs	si	-	sī	is	-	sī	-	sȳ
os	-	ōs	so	-	sō	os	-	sō	-	sȳ
us	-	ūs	su	-	sū	us	-	sū	-	sȳ

---

*Teacher's Note.*—The idea is to fix the sound thoroughly in the child's mind. Drill on each letter and get full control and flexibility of organs. Have child ask questions on different letters one or two at a time at close of each lesson.

\*Y as in previous lessons.



# T

a

e

i

o

u



ā

ē

ī

ō

ū

y

at	-	āt	ta	-	tā	at-tā	ta-tr̄y
et	-	ēt	te	-	tē	et-tē	te-tr̄y
it	-	īt	ti	-	tī	it-tī	ti-tr̄y
ot	-	ōt	to	-	tō	ot-tō	to-tr̄y
ut	-	ūt	tu	-	tū	ut-tū	tu-tr̄y

---

*Teacher's Note.*—Refer to note on T in alphabet. Fix the sound of letter first, then take up combinations. Treat y as in previous lessons.

# V

a

e

i

o

u



ā

ē

ī

ō

ū

y

av - āv va - vā va - vā - vy  
 ev - ēv ve - vē ve - vē - vy  
 iv - īv vi - vī vi - vī - vy  
 ov - ōv vo - vō vo - vō - vy  
 uv - ūv vu - vū vu - vū - vy

---

*Teacher's Note.*—Drill on V and review combinations with f. Show distinctly how v differs from f in being vocalized breath. Treat y as in previous lessons.

# W



a - ā

e - ē

i - ī

o - ō

u -

y

wa - wā

we - wē

wi - wī

wo - wō

wu -

ā - wā

ē - wē

ī - wē

ō - wo

ū - wy

---

*Teacher's Note.*—Combinations with W are not as many as with other consonants. Drill with short, then long vowels. W is a consonant when it comes before a vowel, as in **was**. W is a vowel when it follows a vowel, as in **cow**. The vowel sound is omitted in the simple exercises of the first book to avoid confusion and because it will be acquired naturally in the elementary reading lessons of the second book.

# Y



a - ā

e - ē

i - ī

o - ō

u - ū

yā

ya - yā

ye - s

yē

ye - yē

ye - t

yō

yo - yō

yo - n

---

*Teacher's Note.*—Y is a consonant when it begins a word or syllable; y is a vowel at the end or middle of a syllable, and has same sound as i. Long sound of y is like ī, short sound like ĭ; these vowel sounds have been presented in the previous lessons.

# Th

a

e

i

o

u



ā

ē

ī

ō

ū

y\*

ath	-	āth	tha	-	thā	ath - thā
eth	-	ēth	the	-	thē	eth - thē
ith	-	īth	thi	-	thī	ith - thī
oth	-	ōth	tho	-	thō	oth - thō
uth	-	ūth	thu	-	thū	uth - thū

---

*Teacher's Note.*—Th has two sounds, whispered, as in **think** and vocal, as in **thou**. Practice carefully with each to distinguish between the two sounds.

\*Y as in previous lessons.

# Sh

a

e

i

o

u



a

e

i

o

u

y

ash - sha

ash - sha

sha - d

esh - she

esh - she

sha - dy

ish - shi

ish - shi

sha - ll

osh - sho

osh - sho

sha - m

ush - shu

ush - shu

sha - me

shy

shy

sha - ve

shady

shape

shop

shed

shell

shake

share

sharp

sheep

shy

shin

ship

she

shore

sheet

shine

shod

shot

short

shun

shad

shall

sham

shame

shave

C



C  
C  
C  
c

---

*Teacher's Note.*—Soft or sibilant c, as in **cent**, **cede**. This sound is taken before **e**, **i** and **y**, and is similar to that of **s**.

It will be well to review hard **c** after practice with the soft sound given here.

G



G  
g  
G  
g

---

*Teacher's Note.*—Soft sound of g, as in **age**, **gem**. This sound is similar to that of **j**, previously given, and is usually found before **e**, **i** and **y**, and when preceded by **d**, as judge, edge, or as the final of a syllable succeeded by a vowel, as **mag-ic**.



Ä



Ä

ä

ä

ä

---

*Teacher's Note.*—Italian sound of A, as in **ark**, **arm**. Have this sound uttered with mouth wide open, as in illustration, tongue drawn back and palate raised. The sound is that of the word **ah**.

Practice with this sound will greatly increase clearness of utterance, and prove of much value also in singing.

A  
..



A  
..  
a  
..  
a  
..  
a  
..

---

*Teacher's Note.*—Broad sound of A, as in **all**. In uttering, relax the tongue in lower part of mouth, dropping and pushing forward the lower jaw a little, forming the sound as if just under the palate.

This and preceding sound should have frequent practice.

# REVIEW OF VOWEL-WORDS.

<b>a</b>	<b>ā</b>	<b>ä</b>	<b>ä</b>
at	ate	arm	all
and	ale	are	awl
act	ape	art	aw ful
add	ace	arch	al so
a go	a ble	ark	al tar
ap ple	a pron	art ist	al der
at las	an gel	mar ket	al ways
at tic	age	spark	tall
an kle	ail	lark	ball
an gry	A da	hark	fall
ash es	a way	tart	crawl

# REVIEW OF VOWEL-WORDS.

e	ē	i	ī
ebb	eel	ink	ice
end	east	inn	i cy
edge	ear	imp	i vy
eggs	eas y	in ner	i de a
elm	ease	in sect	i bex
else	e vil	ink y	i ron
en try	eat	in fant	file
emp ty	ea gle	in side	pile
ev er	ea ger	in let	isle
end ing	eat er	it self	isl and

# REVIEW OF VOWEL-WORDS.

**o**

**ō**

**u**

**ū**

on

old

us

use

ot ter

oar

up

u nit

of fice

oak

up per

u nite

on ward

oat

up set

u nion

os trich

o pen

un cle

use ful

or ange

o pal

un der

ol ive

o ver

ut ter

of

o val

up on

odd

own

PRACTICE WORDS.

am	all	are
an	awl	aim
ax	and	a go
at	ale	aid
act	art	add
add	arm	ate
age	ape	ace
ate	a cre	an kle
ant	al so	ap ple
ask	a ny	a pron
arch	af ter	a wake
aunt	a ble	an gel
Ann	A pril	a way
A da	ar bor	an chor

PRACTICE WORDS.

bay	back	ba by	ba ker
bee	bell	beg gar	ber ry
bib	bird	big ger	Bi ble
bob	book	bot tle	bod y
bud	bush	but ter	but ton

cab	card	can dy	car pet
cent	cel lar	cen ter	cer tain
city	civil	ci der	cir cus
corn	cord	col lar	col or
cube	curl	cur tain	cur rants

day	dark	dance	dai sy
den	desk	deer	dew drop
dig	dirt	dime	dip per
dog	door	doll	don key
dug	duck	dust	dus ter

PRACTICE WORDS.

eel	each	ea sy	ex tra
egg	edge	emp ty	eye-brow
end	earth	ev er y	eye-lid
eye	even	en try	eye-lash
ear	ev er	ei ther	eye-ball

fat	farm	fair	fa vor
fed	fern	felt	fe ver
fit	fish	fire	fin ger
fox	fork	foot	fol ly
fun	furs	full	fun ny

gas	game	gate	garter
gem	gems	gen tle	gent ly
give	girl	gin ger	gid dy
gold	good	gan der	gob lin
gum	gun	gun ner	gut ter



PRACTICE WORDS.

hat	hand	harp	ha lo
hen	head	heel	he ro
hit	hide	hive	hin der
hod	horn	hope	hol ly
hut	hunt	hun ger	hun ter

ink	i ron	ink y	im age
imp	inch	in side	im prove
inn	isle	in ner	In dian
i vy	itch	in fant	in let
ice	i cy	it self	in sect

jab	jay	jab ber	jack et
jet	jerk	jerk y	jel ly
jib	jill	jin gle	jif fy
joy	joint	jock ey	jol ly
jug	June	jui cy	jump ing

# PRACTICE WORDS.

le	kind	Ka ty	Ka ty did
y	keep	keep er	ket tle
l	kite	kit ten	kitch en
ot	kill	knot ty	know

	lamp	la dy	la dle
	lend	let ter	les son
	live	lil y	lit tle
	lock	lock et	low ly
	luck	lum ber	lus ter

p	mast	man tle	mar ket
n	melt	mel on	mel low
x	mice	mid dle	mit ten
p	moon	mon ey	mon key
d	muff	mut ter	mud dy

# PRACTICE WORDS.

nap	name	na vy	nap kin
net	nest	net tle	nee dle
nip	nine	nib ble	nim ble
now	nose	no ble	nos tril
nut	nurse	num ber	nut meg

odd	oar	on ly	ot ter
off	owl	o pen	os trich
old	oak	or gan	o ver
own	oats	o cean	ov en
out	ours	o bey	or ange

pan	pale	pa per	par lor
pen	peck	pep per	pen cil
pin	pick	pick et	pict ure
pop	post	po ker	pock et
pull	pump	pun ish	put ty

PRACTICE WORDS.

quart	quack	quar ter
quail	quince	ques tion
queen	quite	qui et
quick	quill	quar rel
quote	queer	quick er

rat	race	rat tle	rail road
red	reed	rest ing	reap er
rid	ring	ring let	riv er
rod	room	roost er	rob ber
rut	rush	rud der	rub ber

sat	salt	sail or	sau cer
set	self	see saw	sev en
sit	sing	sis ter	sil ver
son	song	so fa	sol dier
sun	sung	sug ar	sup per

# PRACTICE WORDS.

tan	tape	ta ble	tat ter
ten	tent	tem ple	tea pot
tin	tint	ti dy	tick et
top	tool	tow el	tow er
tub	tuck	tum ble	tur key

us	up per	un til	use ful
up	u nion	un der	up set
use	ug ly	ut ter	un wind
urn	ush er	up on	un safe
urge	up ward	un cle	u nit

vat	vane	va cant	va por
vex	vest	vel vet	ves sel
vice	vine	vis it	vi o let
vow	vote	vow el	vo cal
very	vent	vult ure	vul gar

PRACTICE WORDS.

wax	wave	was	way
wet	were	we	want
win	well	went	watch
won	wine	with	wind
where	worn	will	wife

wa ter	what	wan ted	wan der
week ly	wake	when	wed ding
wick ed	west	write	wel come
won der	world	wise	win dow
wood en	work	win ter	work ing

yard	yarn	yan kee
yes	yell	yel low
yoke	year	year ly
you	your	yon der

### INITIAL CONSONANTS.

bl	sl	ch	cr	tr
cl	spl	sh	dr	sm
fl	sc	th	fr	sn
gl	sk	wh	gr	sp
pl	str	br	pr	st

### FINAL CONSONANTS.

ble	lt	nt	rd	rn
ld	nd	ng	rm	sk
lf	mp	ple	rk	

---

*Teacher's Note.*—Few exercises in this book are more important than these, and careful drill will obviate much later work. In this, as in all exercises, insist upon clear, distinct utterance, and practice until the combinations are readily given at sight.

PRACTICE WORDS—INITIALS.

bl	black	bless	blind
cl	claw	clean	clip
fl	flag	flesh	flint
gl	glass	glee	glide
pl	plate	please	pliers
sl	slant	sled	slide
spl	splash	splendid	splint
sc	scar	scare	scarf
sc	scene	scissors	
sk	skate	sketch	skirt
str	strap	street	string
ch	chair	cheese	child
sh	shad	shed	ship



PRACTICE WORDS—INITIALS.

th	that	then	this
wh	whale	when	white
br	brave	breeze	bride
cr	crab	creep	crisp
dr	drag	dress	drink
fr	frame	free	frill
gr	grape	green	grind
pr	pray	press	price
tr	trap	tree	trip
sm	small	smelt	smile
sn	snap	sneeze	snip
sp	space	spend	spin
st	start	step	still

PRACTICE WORDS—FINALS.

ble	a ble	Bi ble	no ble
ld	cold	fold	gold
lf	self	shelf	
lt	salt	melt	colt
nd	and	land	hand
mp	lamp	bump	lump
nt	ant	cent	lent
ng	ring	sing	spring
ple	ap ple	pur ple	sam ple
rd	card	board	lard
rm	arm	charm	farm
rk	lark	fork	pork
rn	earn	learn	horn
sk	ask	task	mask

# awl

♦♦

used	fore	holes	sharp	fall
spool	thread	han dle	shoes	then
ours	comes	turn	turn	made

---

The awl is used to bore holes.

The man makes our shoes with an awl.

It is sharp.

He takes it by the handle and turns it round.

Then it makes the hole.

When the hole is made he puts in the thread.

You can not sew with out thread.

His thread comes on a ball.

Ours comes on a spool.

# bee

bee	here	queer	house	live
sound	count	three	four	five
aunt	great	swarm	eat	sweet

---

B-zz, b-zz, b-zz! What is that sound?

It is the bees from the hive.

That is where the bees live.

Are they yours?

No. They are my aunt's.

That is a queer house they live in.

Yes. It is not like ours.

# cat

paws	long	hair	four	bird
pet	mice	runs	af ter	them
cat	like	has	does	not

---

This is my cat. It has long hair and four paws.

It does not like dogs.

It likes birds and mice.

Birds and mice do not like the cat.

The cat runs after them.

Then the dog runs after the cat.

The cat likes me.

I pet the cat.

# dog

dog	name	Tip	Prince	you
large	lit tle	black	good	food
cat	like	love	boys	girls

---

My dog's name is Tip.

What kind of a dog do you like?

A large dog. Our dog's name is Prince.

He is not a large dog.

No. He is a little black dog.

He is a good dog.

He loves me. I feed him.

He does not like cats.

# eel

fish	kind	Nellie	net	put
ma ny	wa ter	catch	John	hard
shall	when	there	has	big

---

Come, Nellie ; John has an eel.

What is an eel ?

It is a kind of fish.

There are many kinds of fish.

John got the eel in a net.

He put the net in the water.

Eels are hard to catch.

I shall catch eels when I am as big as John.

# lamb

Uncle	gave	him	Alice	doll
sheep	hair	wool	nice	what
will	gun	know	would	look

---

Ned has a lamb. His uncle gave it to him.

I see the lamb, Alice. Will Ned let us look at his lamb ?

Yes, Ned is a nice boy.

Would you like a lamb or a doll ?

I do not know. I would like both.

Well, I like my doll, and I can look at Ned's lamb.

# net

net	made	twine	hold	fish
when	want	some	takes	care
catch	eel	owns	George	keep

---

I have a net. It is made of twine.

It holds fish.

When you want to get some fish you have a net.

You can catch an eel in a net.

George owns a net.

He has put it in the sun to dry.

He takes care of it to keep it a long time.

# oak

oak	tree	name	un der	this
fam i lies	bro thers	sis ters	nuts	fine
lit tle	a corn	good	nice	like

---

Let us sit under this tree.

What is its name?

It is an oak.

Do all trees have names, as we do?

Yes, they all are in families and have brothers  
and sisters.

The oak is a fine tree.

It has little nuts called acorns.

They are not good to eat.

# pig

lit tle	what	an i mal	cat	pig
like	dog	each	have	sell
eyes	tail	queer	sound	grunt

---

What a little pig!

It will grow to be a big pig.

A pig is an animal.

Is it? It is not like the cat.

No. It is not like the dog or the ape.

All animals do not look alike.

The man can sell the pig.

See its eyes. And its ears.

What a queer sound!

Gr- gr- gr- gr- gr- unt!

# rat

rat	my	big	like	does
mine	nice	an i mal	what	will
cat	catch	that	no	one

---

My, what a big rat!

I do not like rats.

My cat does.

So does mine.

Is a rat a nice animal?

No one likes rats.









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